**Legacy High School**

**Course Syllabus**

**2011-2012**

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| **Course Title: American Studies** | **Instructors’ Names: Chris Warner (English) and**  **Charles Vavra (History)** |
| **Any Prerequisites: none** | [**christopher.warner@adams12.org**](mailto:christopher.warner@adams12.org) **and**  **charles.vavra@adams12.org** |
|  | **Websites:**  **https://sites.google.com/a/fivestarschools.org/mr-warner-s-web-site/**  **http://legacy.adams12.org/webpages/vavra/index.htm** |
| **720-972-6780 (Warner) and 720-972-6838 (Vavra)** |
| Mr. Warner is available during periods 1, 2 in room A108.  Mr. Vavra is available during periods 1, 2 in room A118.  Both are available before and after school by appointment. |
| **Course Description:** American Studies is a yearlong course worth 1.0 credit for English and 1.0 credit for U.S. History (Social Science). The class is an interdisciplinary experience, which means students will be exposed to the disciplines of Language Arts and Social Science in an integrated setting. They will be expected to read and to write daily and will meet all the standards set forth by the state and district before the end of the year. U.S. History will cover the period of Reconstruction to the present. | |

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| **History Essential Questions** | | | | **Approximate Timeline** |
| How did the Civil War and Reconstruction change what it meant to be an American? | | | | 3 weeks |
| Why did Americans move west? | | | | 3 weeks |
| How did industrialization change how Americans lived and worked? | | | | 4 weeks |
| How did Americans attempt to change society to match their values during the Progressive Era? | | | | 1 ½ weeks |
| How and why did Americans seek to control other parts of the world? | | | | 2 weeks |
| What role should Americans play in the world? | | | | 2 weeks |
| How do Americans respond to change? | | | | 2 ½ weeks |
| What role should government play in the economic lives of Americans? | | | | 2 ½ weeks |
| How did World War II transform American society and its role in the world? | | | | 3 weeks |
| How did the United States become a world super power during the Cold War? | | | | 4 weeks |
| How did the struggle for civil rights affect Americans? | | | | 2 weeks |
| What does it mean to be an American today? | | | | 2 weeks |
| **Historical Thinking Skills**  *Students will be assessed throughout the year on the following outcomes:* | | | | |
| The student thinks chronologically.  The student comprehends a variety of historical sources.  The student engages in historical analysis and interpretation.  The student conducts historical research.  The student engages in historical issues-analysis and decision-making. | | | | |
| **English Essential Learning** | | | | **Percent of Time** |
| Writing and speaking correctly is important because it allows us to communicate effectively. | | | | Ongoing |
| Reading allows us to understand the human condition throughout history. | | | | Ongoing |
| Writing is a process. | | | | Ongoing |
| People read and write for a variety of reasons. | | | | Ongoing |
| **Grading Scale** | |
| **A** | **90-100** |
| **B** | **80-89** |
| **C** | **70-79** |
| **D** | **60-69** |
| **F** | **59 or below** |

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| **Categories** | **Weights** |
| **Formative:** | **30% of Total** |
| * **Homework, class work, quizzes, etc.** |  |
| **Summative:** | **70% of Total** |
| * **Shared (English and History projects and assignments)** | **35%** |
| * **Content specific assessments** | **35%** |

**Student Expectations**

**Assignments:** You will be informed as to the due dates for assignments, whether it is homework, a quiz/test, or a project.

**Absence Policy:** You are expected to make up any work missed because of any absence. You are responsible to request the make-up assignment(s). You will have the number of days absent plus one additional day to make up missed work for an absence. **However, long-term assignments (one week or more from the assignment date to the due date) are due on the stated due date, regardless of the absence and are not accorded extra days upon return to school.** Long-term illnesses will be dealt with on an individual basis.

**Tardy Policy: We expect you to be to class on time.** Attendance will be taken at the beginning of the class period, and you will be marked tardy if you arrive after class begins. For the 1st-3rd tardies, the student will receive a verbal warning. A parent will be contacted on the 3rd through the 5thtardies. On the 7th tardy, the student will serve a 30 minute afterschool detention served with the teacher in the classroom. After the 8th tardy, teacher discretion may be used for consequences. Once a student has served three 30 minute detentions with a teacher, a student may be referred to the Deans’ Office for defiance of authority

**We expect that you will arrive to class prepared to do daily work.** That means being responsible for bringing your 3-ring binder, your planner, a pen or pencil, and paper to class *every day*, and your textbooks or an outside novel for reading when required. It also means that homework assignments are completed and ready for submission or review at the *beginning* of the class period. Please note that personal needs (i.e., use of the restroom, going to locker for materials) should be taken care of during passing period—being fully prepared for class means being on time, with all materials, and in attendance for the entire class period.

**Late Work Policy:** On formative work (homework), students may submit late work for teacher review up to the end of a unit. That date will be announced at the start of said unit. Any work submitted after the due date will receive partial credit.

**Rewrites**: Formative writing assignments may not be rewritten for improved scores as these are the practice elements of our class.

Summative writing assignments (assessments and shared grades) will be eligible for rewrites wherein a student may complete the “revision cover sheet” and resubmit an improved copy for an improved grade, or he or she may meet and conference with an AS English teacher in lieu of the revision cover sheet before submitting an improved draft . Two caveats exist, though. One, the second submission must be an improved draft, not just a resubmission of the first draft. Two, the highest grade a student can earn on a rewrite is equal to what he or she was eligible for originally based upon when the paper was turned in.

**Student Integrity Oath**

***I agree to conduct myself with integrity in all regards. I commit to presenting my own work, writing, words, and ideas at all times, unless otherwise attributed, in addition, I will not copy, use communication devices during tests, post assessments for public access, falsely identify myself, or use inappropriate materials. Engaging in any of these activities represents a breach of this oath and subjects me to the disciplinary code of Legacy High School and the Adams 12 Five Star School District. It is my honest intention to uphold this oath.***

**Plagiarism/Cheating Policy:** Plagiarism means to present, as one’s own, the work, writing, words, ideas, or computer information of someone else. (Sources could be published or unpublished.) Cheating is supplying, receiving or using devices. (Examples: looking at or using someone else’s work, using crib notes/stolen notes, or using disallowed equipment, etc.)

Consequences for plagiarism and cheating are as follows (covers all classes, lasts all year):

* 1st – 0 on the assignment, teacher calls home and referral
* 2nd – 0 on the assignment, 1 day suspension, parent/teacher conference, referral
* 3rd – 0 on the assignment, 2 days suspension
* 4th – 0 on the assignment, referral to District Discipline Hearing

**General Guidelines:**

* **Assessment and grading standards are applied consistently to students of similarly demonstrated ability.**
* **Assessment results are based solely on demonstrated student progress and achievement of reasonable and clear standards.**
* **Students who participate in group projects will receive a grade for work as an individual as well as a group performance grade.**

**In order to receive accurate information regarding your learning, it is vital for you to complete all assignments. If you experience problems with assignments, please see us individually.**

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**Acknowledgment of Receipt Form**

**Course Title: American Studies**

**Parents/Guardians,**

**Signing this document acknowledges that you have read through the course syllabus. In addition please be aware of the cell phone / iPod policy: These devices are not to be out in the classroom. District Superintendent’s policy allows the school to confiscate these items. Please help us keep the students focused on their learning.**

**Please share your preferred contact information before signing and returning this form to the classroom teacher.**

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**Student Name (Please print) Student E-mail Address**

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**Student Signature**

**My preference for contact is:**

**By Email**  **By Phone**

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**Parent/Guardian Name(s) (Please print)**

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**Parent/Guardian E-mail Address(s) Phone Number(s)**

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**Parent/Guardian Signature Date**